

Teacher's Guide for Creating Lessons with MOOCs

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Teacher's Guide for Creating Lessons with MOOCs (Massive Open Online Courses)

INTRODUCTION TO THIS GUIDE

The purpose of this guide is to provide an overview of lesson planning for listening and reading components to accompany MOOCs. In both the listening and reading sections, you will find a brief overview on structuring a lesson, followed by activities that can be used at each stage of a lesson. This guide is meant to provide some ideas to help you structure listening and reading lessons based on MOOC materials. Keep in mind, however, that there are many ways to work with MOOCs to carry out a lesson, and the choices you make should be suitable for your participants' proficiency level and the context you are working in. In a quick Internet search, you will be able to find many activities for listening and reading lessons, and you might already know some great activities that can be used with MOOCs. You are not limited to the ideas provided here. You are encouraged to explore and try new activities that will best fit your learners.

When planning a lesson, think carefully about how much time you have. Each MOOC has many videos and reading activities. You might not be able to go over every video and every reading activity with your participants. You are encouraged to choose the videos, readings, and related activities that best suit your participants and your schedule. You might cover some of the components of a MOOC with your participants and have them do some of the learning components on their own. You will also need to carefully consider how much time to spend on each activity. Go at a pace that supports learning. One of the reasons learners are at your MOOC Camp is to have the opportunity to engage with other learners. Rushing through the content would be counterproductive. Keep in mind that everything in this guide is a suggestion and that, ultimately, you are in charge with making the decisions you think are best for your participants. In this guide, you will find that some activities for the listening and reading lessons are the same. Some activities can be used for both listening and reading lessons while some are more suited to either a listening or reading lesson. MOOC Camps should be a productive way for participants to learn together. We hope that this guide is informative in helping you to prepare and carry out MOOC Camp sessions.

Note: All the sample activities in this document are based on the following Office of English Language Programs (OELP) MOOCs: *English for Media Literacy*, *English for Career Development*, *English for Business and Entrepreneurship*, *English for Journalism*, and *English for Science, Technology, Engineering, and Math*.

Listening Lessons

Overview of Listening Lessons

Throughout the MOOCs, there are many videos that can be used for listening lessons. A listening lesson has three stages: pre-listening, while listening, and post-listening. The pre-listening stage helps prepare learners for what they will hear. The while-listening stage engages learners as they listen. The post-listening stage checks comprehension and extends the listening text to other activities. Activities in different stages might be linked together; in other words, activities in the pre-listening or while-listening stages might be relevant in the post-listening activities. However, in some cases, activities at different stages might be less directly linked to each other.

PRE-LISTENING ACTIVITIES

Pre-listening activities help prepare your learners for what they will hear in a video or other type of listening text. Pre-listening tasks should accomplish the following goals:

- Help learners understand what they already know about the topic.
- Establish reasons for listening.
- Help learners with any words or phrases they need to understand the listening text.

Activating Schemata

Before playing a listening text, tap into what your listeners already know about a topic. This is called **activating schemata**. Activating schemata can help motivate learners and help them predict the content of a listening passage.

Activities for activating schemata

Warm-up Questions

One easy but effective way to get your participants into the topic is to give them a couple of questions linked to the topic of the listening text. These questions might relate to your participants' personal lives or to their knowledge about something in the world. Learners can talk about these questions with a partner, in groups, or as a whole class.

Sample warm-up questions

1. What are good ways to search for a job?
2. Talk about your experiences with preparing for a job search.

Brainstorming

Brainstorming means to come up with as many ideas as possible about a certain topic. Listing and mind map are two brainstorming activities.

A. Listing

Listing means simply to make a list of words or phrases related to a topic.

Sample listing activity

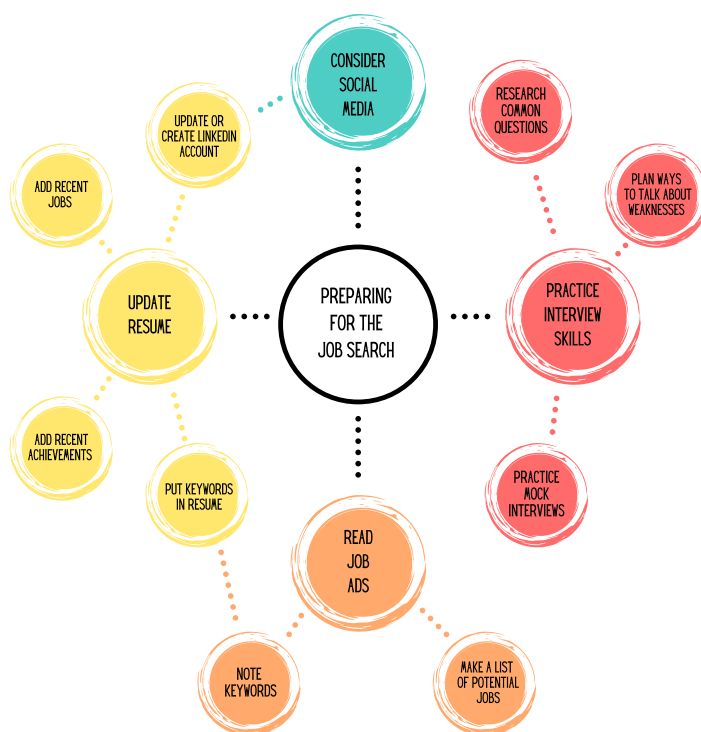
Topic: How to prepare for a job search

Write a cover letter
Create or revise resume
Read job ads
Practice interview skills
Attend workshops on job search skills
Read articles about the job search
Get a LinkedIn account or update existing account

B. Mind Map

Another way to brainstorm is to create a mind map. Mind maps generally have the topic at the center with lines drawn to circles or squares with points that relate to the topic.

Sample mind map



Pictures

Show pictures related to the listening text and ask learners to talk about them.

Realia

Realia refers to objects or materials from everyday life brought into the classroom as a teaching aid. For a lesson on giving directions, for example, a teacher might bring in maps. Realia can serve to link the real world and the classroom and help spark ideas, memories, and associations. Learners can work to understand, explain, or ask questions about any objects you bring to your MOOC session.

Keywords

Give learners a list of keywords from the listening text. Learners use these words to predict what they will hear in the listening text. These keywords can be new vocabulary from the listening text.

Journalistic Questions from the Title

Learners can make predictions about the listening text based on the title. You can guide them by helping them formulate journalistic questions. Journalistic questions use *who*, *where*, *why*, *when*, *what*, and *how*?

For example, in Unit Three of the *English for Media Literacy* MOOC, the title of a video is “Thinking Critically about Advertising.” Learners might make questions such as *How can we think critically about advertising?* and *Why is it important to think critically about advertising?*

Predictions from Titles

Give learners the title of the listening text and ask them what they think they will find out from the listening.

Quotations

Bring in quotations related to the topic of the listening text and have your participants talk about them. This activity is often better suited for more advanced-proficiency learners.

For example, here are three quotations about writing:

- a. “There is nothing to writing. All you do is sit down at a typewriter and bleed.”
-- Attributed to Ernest Hemingway
- b. “I can shake off everything as I write; my sorrows disappear, my courage is reborn.”
-- Anne Frank
- c. “This is how you do it: you sit down at the keyboard and you put one word after another until it’s done. It’s that easy, and that hard.”
-- Neil Gaiman

You can give learners questions like the ones below:

1. What do you think of the quotations?
2. What is your experience with learning to write in English?

KWL Charts

Learners are given the topic of the listening text and a chart like the one below. They fill in the *Know* and *Want to Know* columns before listening. In the *Know* column, learners write what they already know about the topic. In the *Want to Know* column, learners write what they don't yet know but want to know. After listening, learners can fill in the *Learned* column with information they learned from the listening. If learners find that some of the information they want to know was not answered from the listening, they might choose to do further research, or they might try to learn more by talking with their classmates.

Know	Want to Know	Learned

Establishing Reasons for Listening

After activating your learners' schemata (existing knowledge), you will want to involve them in establishing a reason for listening. You can do this by helping your learners think about what they will gain from the listening text: *Will they gain information? Will they learn how to do something? Will they learn about someone's experience?* One way to help learners establish a reason for listening is to have them turn the title of the listening text into a question. If the title of the listening text is "How to Prepare for a Job Interview," they can make the question: *How do you prepare for a job interview?* Another way to help learners think about what they will hear is to ask them to come up with some of their own questions.

Pre-Teaching Vocabulary

Pre-teach unfamiliar words that are essential to the meaning of the listening text. For instance, in a video about previewing texts, learners need to know the words *caption*, *predict*, *subheading*, and *main idea* to understand the content of the text. In this case, you would want to pre-teach these words before starting the listening activity. You might find some words in the text that are likely unknown to learners but will not interfere with general comprehension of the listening text. These words can be dealt with in the post-listening stage.

Some vocabulary activities you might use are *matching*, *fill-in-the-blanks*, or *unscramble the definition*.

Sample Vocabulary Exercise: Matching

Provide your learners with the vocabulary words in one column and definitions in another column. Ask your learners to match vocabulary words with corresponding definitions.

Word	Definition
1. _____ adjective	a. one part of a spoken word
2. _____ noun	b. a person, place, or thing
3. _____ comparative adjective	c. a word that describes a noun
4. _____ syllable	d. an adjective that describes the differences between things

Sample Vocabulary Exercise: Fill-in-the-Blanks

Provide your learners with a list of sentences of vocabulary words. Ask learners to fill in the blanks with the appropriate vocabulary words. (When creating sample sentences for a fill-in-the-blanks exercise, make sure that the sentences you create cannot reasonably be filled in with more than one of the choices in the vocabulary box.)

bootstrap	debt financing	loan
finance	investors	seed money

1. Carlos needed some money to start his business, so he got a _____ from the bank. This method of getting money to start a business is called _____.
2. Joe has decided to _____ his business by starting it with his own money.
3. Carol wants to expand her business, so she is going to pitch her business to potential _____ who might invest.
4. To get _____ to start her business, Nancy is going to work overtime for the next few months.
5. Mike's family has helped him _____ his new business by giving him money.

Sample Vocabulary Exercise: Scrambled Definitions

For each definition, learners put the words in the correct order.

Word	Definition
1. anchor	lead / news / the / journalist / reads / on / the / who / camera
2. correspondents	news / broadcast / present / journalists / segments / who
3. producer	person / news / show / decides / the / stories / to / who / what
4. control room operators	prepare / clips / sound / teleprompter / people / control / who / or / video / the / edit / and

General notes for pre-listening activities:

- The pre-listening activity needs to be relevant to the listening text.
- The pre-listening activity should relate to the specific topic of the listening, not just the general topic. For example, if the listening text is about interview skills, don't talk about job search skills in general.

- Pre-listening activities should not last too long. In most cases, a pre-listening activity should not take more than five minutes.
- Learners should not find out all the contents of the listening in the pre-listening activity.

WHILE-LISTENING ACTIVITIES

While-listening activities help to engage learners as they are listening so that they focus on the listening task. For most listening activities, you should allow your participants to listen more than once. The first time you play a listening text, learners will usually be listening for the **gist**, or the main idea, of the listening text. The second time they listen, they can check their ideas about the first listening, or they can listen for certain details. For each listening, learners should be given a different activity. A listening text can be played as many times as needed. However, participants might become bored after three times. (If participants need to listen more than three times, the passage is probably too far above their proficiency level.)

Providing Guidance for Listening for the Gist

Before listening, you can give your participants a question that will help them listen for the main idea. This question could be from the pre-listening activity.

Sample question for listening for gist

- According to the listening text, why is it important to include keywords in your resume and cover letter?

If your participants need extra guidance, you can provide a list of answers for them to choose from, as shown in the example below.

Sample question for listening for gist with answers to choose from

According to the listening text, why is it important to include keywords in your resume and cover letter?

- Employers look for keywords to decide if you have the key skills and qualifications.
- Keywords make your resume and cover letter more interesting.
- Keywords are often impressive to employers.

Listening for Details

To give learners guidance in listening for details, before starting the listening text, provide them with questions about details in the listening text.

Sample questions for listening for details

1. What are the main parts of a resume?
2. What does *current job* mean?
3. What does *reverse chronological order* mean?

Remember that you might want to play the listening text more than once—having learners first listen for the main idea and then asking them to listen for details the second time.

Note-Taking

Note-taking can help learners attend to and remember what they hear in a listening text. Note-taking can be an especially important skill for learners to develop with higher-level course work and different work tasks.

You can help your learners develop their note-taking skills by giving them some suggestions:

- Write down only important information.
- Use abbreviations, for example, *yr* for *year* or *u* for *you*, etc.
- Use symbols and numbers: @ for *at*, 2 instead of *two*, or *w/* for *with*.
- Draw tables, diagrams, or pictures to represent ideas and concepts.

Encourage your learners to develop their own system of note-taking that makes sense to them.

Guided Note-Taking

Guided note-taking can help learners focus on certain ideas or key points in a listening text. To conduct a guided note-taking activity, let your participants know what to listen for: this might be in the form of specific information or questions to answer. Provide your participants with tables like the ones below and ask them to note down information as they listen. You might need to occasionally pause the video to give your learners time to write down information.

Sample table for guided note-taking

chronological resumes
functional resumes

Sample table for guided note-taking

Questions	Answers
1. What is renewable energy?	
2. What are some of the most common examples of renewable energy?	

3. What are the main types of renewable energy sources?	
4. Before the use of coal and oil, what supplied most of the energy used in the United States?	
5. What three types of clean renewable energy are mentioned in the video?	
6. What are some of the challenges associated with renewable energy?	
7. What are scientists' predictions for renewable energy use in the U.S.?	

Dictogloss Listening Activity

The dictogloss listening activity is not only about listening but also about information sharing and cooperation.

Part 1: Before the listening activity, provide your participants with the questions they will focus on in the listening.

Questions	Answers
1. What are the most common forms of renewable energy sources?	
2. What does <i>semiconductor</i> mean?	
3. What are the advantages of solar energy?	
4. What are the disadvantages of solar energy?	
5. What are the advantages of wind power?	

6. What are the disadvantages of wind power?	
7. What are the advantages of hydroelectric power?	
8. What are the disadvantages of hydroelectric power?	

Part 2: Play the listening text one time. Ask your participants to do their best to write down the answers to the questions. It is unlikely that they will be able to get all the answers, but that is okay. Do not play the listening text again at this point.

Part 3: Now, have each participant get together with a partner. In pairs, participants should compare answers and help each other fill in information they missed or are not sure about.

Part 4: Now, each pair should join another pair so that there are four participants in one group. Once again, participants help one another to complete missing information.

Part 5: Play the passage again and allow participants to check their answers.

Part 6: Go over any questions or problems your learners have about the listening.

Listen and Correct

Write a list of sentences with information that does not match the listening text. Ask your participants to correct the errors as they listen.

Sample list of sentences with incorrect information

1. The first time that people received the news was during the times of the Roman Empire, around 250 BCE.
2. Daily events, called *acta diurna* in Latin, were carved into stone and sold at the market.
3. The Chinese government sent out letters to local governors who shared the information with the local people.
4. A man called Johannes Gutenberg invented a machine called the typewriter.
5. *Public Occurrences*, the first newspaper in America, was published in Chicago in 1652.

Sample answers for the incorrect sentences

1. The first time that people received the news was during the times of the Roman Empire, around **130 BCE**.
2. Daily events, called *acta diurna* in Latin, were carved into stone and **put up in public places**.
3. The Chinese government sent out **messages** to local governors who shared the information with the local people.

4. A man called Johannes Gutenberg invented a machine called the **printing press**.
5. *Public Occurrences*, the first newspaper in America, was published in **Boston** in **1690**.

Pause and Check or Pause and Predict

You can stop the recording at different points to ask questions. These questions might relate to what learners have just heard, or you can ask learners to predict what will come next in the listening text.

Fill-in-the-Blanks

Make a set of sentences with blanks based on the listening text. Ask participants to fill in the blanks as they listen.

Sample fill-in-the-blanks activity

1. Margo has just graduated from university. Now she wants _____ full-time.
2. When she was a student, Margo had many different _____ to earn money, such as working as a waitress and an office assistant.
3. Now, Margo is interested in building a _____ related to her university studies in business. She wants to work in business for a long time.
4. To be considered for many of her previous jobs, Margo needed to fill in _____ to show her interest. For positions related to her career, Margo now needs a resume and a cover letter.
5. Because Margo is now looking for a job, she is called a _____.

Vocabulary Activities

You can help learners keep track of new vocabulary mentioned in the listening text by giving them definitions and letting them write down vocabulary words as they come across them in the video. To do this, you might need to pause the video when vocabulary words appear so that your participants have time to write them down.

Definitions

Provide your learners with the vocabulary words and definitions out of order. Ask your learners to match the vocabulary words with corresponding definitions.

Vocabulary Word	Definition
1.	when certain gasses in the earth's atmosphere trap or hold heat created by the sun
2.	to send out energy like light, heat, or sound
3.	a type of energy commonly known as heat

4.	the simplest form of a substance
5.	the smallest piece of an element
6.	the process of a liquid turning into a gas
7.	natural materials such as oil, coal, or gas that are burned to create energy

Variation: Instead of providing the definitions, you can provide the list of new vocabulary words and have learners write down the definitions.

Vocabulary Word	Definition
1. greenhouse effect	
2. emit	
3. infrared radiation	
4. element	
5. atom	
6. evaporation	
7. fossil fuels	

Bingo

On the board, write down 16–20 words and phrases from the listening text. These might be new words and phrases, or keywords and key phrases, or both. Have your listeners fill in a four-by-four grid like the one below, putting one word or phrase from the list in each box. Participants should not follow the same order in which you have written the words on the board; instead, they should place words randomly on their grid.

Play the listening text. Whenever listeners hear a word or phrase from the listening text, they should put an X on it. Participants shout “Bingo” when they have marked four boxes in a row, whether vertically, horizontally, or diagonally.

Bingo grid

Variation: Write a list of 8–10 vocabulary words on the board. Have your learners write down five of them. They will cross out the words as they hear them in the listening. The first person to cross out all five words is the winner.

General notes for while-listening activities:

- While-listening activities help learners focus on the listening text.
- A while-listening activity might or might not relate to the pre-listening activity.
- A listening text usually needs to be played more than once, with a different activity for each listening.

POST-LISTENING ACTIVITIES

The purpose of post-listening activities is to find out if participants have understood the listening text and to engage them in follow-up activities related to the listening. Before engaging participants in a follow-up activity, first check for comprehension.

Comprehension Check

The purpose of the comprehension check is to find out whether your learners have understood the listening text. With comprehension checks, you are looking for correct answers that demonstrate understanding. At this stage, you are not looking to engage learners in a discussion or other kind of activity. Comprehension checks are usually short, simple questions that require short answers. Comprehension checks often involve the kinds of exercises commonly featured in textbooks, such as summarizing, short answer, multiple choice, or fill-in-the-blanks, although comprehension checks do not have to be limited to these kinds of exercises.

If you find that your participants had difficulties understanding parts of the text, you might need to provide more instruction. You might need to explain certain ideas or concepts that your learners had trouble with, and you might need to play the listening text again, either the entire passage or part of it. Once you are sure that your participants have understood the text, you can proceed to the follow-up activities.

Check answers from pre-listening or while-listening activities

In some cases, your post-listening comprehension check will be based on your pre-listening or while-listening activity. For instance, if your listeners made predictions in the pre-listening stage, you would check those in the post-listening. If your participants wrote down notes or answers during the while-listening activity, your post-listening activity, at least in part, would be based on checking and responding to those answers.

Summary Activities

A. Summarizing in pairs

To see if your participants have understood the gist, or main idea, of the passage, you can ask them to write a short summary of what they heard—no more than a few sentences. Participants can then check their summaries with a partner and later as a whole group.

B. Group summary

Learners get into groups of four. Each student has a piece of paper and writes down the first sentence of their summary. Each student then passes their paper to the next student, who continues the summary. When learners receive their original papers, they check to see if they agree with the summary. If learners have any questions about the summary they received, they can talk over their questions with the participants in their group. If questions still remain, they can be discussed with the whole class.

Classic Textbook Activities

The following section shows examples of classic textbook activities that can be used for comprehension checks. You might use only one of these exercises or more than one. Your choice will depend on various factors such as the length of the listening passage and how much time you have for your lesson.

A. True/False Activity

You can check for understanding through a True/False activity. Make a list of sentences, some that are true and some that are false. Learners mark their answers.

Sample True/False Activity

1. _____ The principles of journalism are the things that journalists have to remember to do all the time.
2. _____ There are nine principles of journalism.
3. _____ Verification means making sure information is accurate.
4. _____ It is very important that journalists make sure they write down the correct information.
5. _____ Journalists should not give greater importance to the majority view.

B. Short Answer

You can check for understanding through a short-answer activity that asks participants to provide short answers.

Sample Short-Answer Activity

Make a list of comprehension questions that ask for short answers.

1. What can you gain from learning how to preview a text?
2. What are the four steps you can take when previewing a text?
3. What should we ask ourselves when looking at a title?
4. Where can you usually find the most important information in a text?

C. Multiple Choice

You can check for understanding with a multiple-choice activity.

Sample Multiple-Choice Exercise

1. The person asking the questions is called the _____.
 - a. interviewer
 - b. interviewee
 - c. employee
2. The person answering the questions is called the _____.
 - a. interviewer
 - b. interviewee
 - c. employee

3. Job interviews are usually _____.
 - a. in-person, face-to-face
 - b. in a coffee shop
 - c. not necessary
4. To be more successful, job candidates can _____.
 - a. arrive late for the interview
 - b. lie about skills and qualifications
 - c. prepare answers with specific examples
5. Many employers look for candidates who can show _____.
 - a. they are better than other people
 - b. leadership skills
 - c. interest in adventure

D. Fill-in-the-Blanks

Write sentences that are missing some key information that learners fill in.

Sample fill-in-the-blanks activity

1. You should be _____ for your interview.
2. During the interview, keep _____ with the interviewer.
3. Give _____ answers.
4. Bring extra copies of _____ like resumes and certifications.

Create Your Own Quiz

Provide each participant with a half sheet of paper. Go over the different types of test items: true/false, multiple choice, short answer, and fill-in-the-blanks. Ask each participant to make a quiz based on the listening text, using three different test items. For instance, a learner might have one true/false statement, one multiple-choice question, and one short-answer question. Participants should write their names on the quizzes they have created. Participants do not write the answers on their created quizzes. Once the participants have finished, collect all quiz papers and then re-distribute them. Participants then write answers to the questions they have received. Participants then return their papers to the original owners, who check the answers and provide feedback to the test-takers.

Review the Transcript

After finishing the listening text, have participants read over the transcript, which is available for each MOOC. Ask participants to make note of any parts of the transcript they are not sure about. This might be about a certain, word, phrase, grammar point, or idea. Participants then work in pairs or groups to talk about those points. After participants have finished talking together, you can go over any questions participants still have with the entire class.

Follow-up Activities

Follow-up activities allow learners to continue to work with the listening text in a variety of ways. This work might mean doing more language work such as focusing on grammar and vocabulary, having a discussion, having a debate, carrying out a role play, writing a text, or numerous other activities. Many MOOC videos teach a skill or concept that can be put into practice. Whenever possible, look for ways to take the content from the listening text and have learners apply it in ways that would benefit them. This direct practice will help your participants understand how they can use the knowledge in the MOOC and will help them internalize new information.

For example, in the *English for Media Literacy* MOOC, participants learn a set of questions for analyzing media messages. Following the video that introduces these questions, have learners find media messages (news stories, ads, TV shows, and so on) and use the questions to analyze the messages.

Sample Activity for Analyzing Media Messages

Part 1: Ask learners to locate a media message. With the five questions from the Center for Media Literacy, ask learners to analyze that message. (If your learners don't have Internet access, use print publications. Bring some sample media messages if you know it would be difficult for your learners to access media messages during the session.)

Five Questions from the Center for Media Literacy

1. Who created the message that is being sent?
2. What techniques were used to attract my attention?
3. How might other people understand or interpret this message differently from me?
4. What points of view or values are included or omitted from this message?
5. Why was this message sent?

Part 2: Now, ask learners to get in pairs. Have them work together to analyze the media message.

Extension: Try this activity again with other media messages from a variety of organizations.

Here is another example of how content from the video can be used in a follow-up activity. This follows a video in the *English for Career Development* MOOC. Participants think about their interests and skills and how they might connect to a career.

Sample activity

Video: Identifying Your Interests and Skills

Part 1: Learners write down subjects they like learning about, things they enjoy doing, and their skills.

Subjects I Like Learning About	Things I Enjoy Doing

My Skills

Part 2: Learners examine their lists and think about connections between their interests and skills. They then write a list of careers that might fit their interests and skills.

Part 3: After making the list, learners share their ideas with a partner.

In the above section, there are two examples to show how MOOC listening content can be directly connected to a follow-up activity. When connecting content from a video, try to find ways to make it relevant to your participants' lives.

Follow-up Writing Activities

Some of the MOOC videos will make suggestions about writing activities for participants. It is a good idea to help your participants carry out these activities. The following example comes from Unit Three of the *English for Career Development* MOOC from a video called "Cover Letter Paragraph 1, Introducing Yourself." The objective of this video is to show participants how to write the introduction paragraph of a cover letter.

Sample lesson for drafting your opening paragraph

Part 1: Have participants look online for some cover letters (either sample letters or actual letters). Ask them to look carefully at the opening paragraph. Ask participants to look for the statement of application, the specific title of the job opening, and the source of information in

each letter. Have participants consider the different ways writers have written their opening paragraphs.

Part 2: Now, ask participants to find a job advertisement for a job that they would be interested in applying for. If they cannot locate a job advertisement, use the following sample advertisement from Unit Three of the *English for Career Development* MOOC.

Client Services Coordinator

Web Discount Cooperation of Barcelona, Spain, seeks a full-time Client Services Coordinator. Responsibilities include greeting clients, answering telephones, and performing other clerical functions.

REQUIREMENTS:

1. High school diploma and/or business college program
2. 2–4 years of clerical or administrative experience
3. Excellent organizational skills
4. Typing speed of 30 wpm
5. Word processing and database experience
6. Good communication skills

If you would like to work in an exciting environment, email your resume to:
Mr. Pablo Cavero, Human Resource Manager, Web Discount Spain
Calle Ponzano/265 Barcelona, España 08006
Email: pcavero@webdiscount.org.es

Part 3: Ask participants to fill in the table below with information for each of the parts of an opening paragraph for the letter they plan to write. At this stage, participants don't have to make complete sentences. The purpose of this activity is to brainstorm ideas.

Statement of application	
Specific title of job opening	
Source of information	

Part 3: Using the information from the previous activity, participants will write the opening paragraph for a cover letter.

Some writing tasks are completed over a few videos. For instance, in the above example, participants are directed to write the opening paragraph of a cover letter and finish the rest of the letter in subsequent videos.

Grammar Practice Activities

Some MOOC materials focus on specific grammar points. These grammar points might be new to your participants, or your participants might already be familiar with them. If you find that your participants need more practice with a particular grammar point, you can provide additional grammar exercises, such as the one below that was created to supplement a video on the present simple versus present progressive.

Sample exercise for grammar practice

Video: Present Simple and Present Progressive (Continuous)

Present simple	Used with an activity that happens all the time or a usual activity Examples: I am a teacher. I work at a university. I live in California.
Present progressive	Used to speak about actions that are happening right now or right about now. Examples: Right now, I am doing the <i>English for Career Development</i> MOOC. I am studying about the present simple and present progressive. I am practicing English.

Present simple		Present progressive (continuous)	
I teach	We teach	I am teaching	We are teaching
You teach	You teach	You are teaching	You are teaching
He/She/It teaches	They teach	He/She/It is teaching	They are teaching

Exercise A: Fill-in-the-Blanks

1. Franco _____ (work) in a bank, but he is not _____ (work) now because it is Saturday.
2. Joe is a businessman. He _____ (travel) two or three times a week on business trips.
3. Ahmed is a cashier. He _____ (assist) customers with their purchases.
4. Nina is a famous singer. She _____ (give) concerts twice a month.
5. Maria wants to leave work early today. She _____ (finish) her work emails now.

Post-Listening Vocabulary Activities

Attention can be given to vocabulary items during the post-listening stage. You might review vocabulary items from pre-listening and while-listening activities, or you might focus on vocabulary items that were not covered in the pre-listening and while-listening. The same sorts of vocabulary exercises presented in the pre-listening and while-listening sections, such as matching, fill-in-the-blanks, and writing the definition, can be used as a post-listening activity.

Discussion Questions

You can easily create discussion questions based on the listening text. Unlike comprehension questions, which are meant to determine whether learners have understood or not, discussion questions typically have learners talk about opinions, experiences, and practices. Discussion questions might also relate to finding solutions to problems or engaging learners in thinking critically about an issue.

Sample discussion questions

1. Why is media literacy important? (Explain in your own words.)
2. What can happen when people are not media literate?
3. How can media literacy skills be developed?

Participants' Questions

You can ask your participants to create their own discussion questions. Having participants create their own questions gives them practice with question formation, helps them exercise their creative thinking skills, and lets them talk about aspects of the topic that are most interesting or important to them.

You can give participants a few discussion questions and ask them to make one or two additional questions.

1. Why is media literacy important? (Explain in your own words.)
2. What can happen when people are not media literate?
3. How can media literacy skills be developed?

Write two of your own discussion questions:

4. _____
5. _____

Variation on Discussion Questions: Two Sets of Questions

Write two sets of questions related to the topic of the listening: set A and set B. Make multiple copies of each set, and separate the sets of A questions from the sets of B questions. Each student will pair up with a partner. In each pair, one student is A, and one student is B. Give each A student a set of A questions. Give each B student a set of B questions. Students take turns asking each other the questions on their papers. This activity requires learners to listen carefully and respond more spontaneously because they cannot see the questions they will be asked.

General notes for post-listening activities

- Post-listening activities check for comprehension and engage learners in related activities.
- Facilitators should provide instruction for aspects of the listening that were not understood.
- Follow-up activities work best when they give learners the opportunity to practice the skills just learned.

Reading Lessons

Overview of Reading Lessons

Throughout the MOOCs, there are many articles that can be used as reading lessons. A reading lesson has three stages: pre-reading, while-reading, and post-reading. The pre-reading stage helps prepare learners for what they will read. The while-reading stage engages learners as they read. The post-reading stage checks comprehension and extends the reading text to other activities. Activities in different stages might be linked together. In other words, activities in the pre-reading or while-reading stage might also be relevant to the post-reading activity. However, in some cases, activities at different stages might be less directly related to each other.

PRE-READING ACTIVITIES

Pre-reading activities help prepare learners for what they will read. Pre-reading tasks should accomplish the following goals:

- Help learners understand what they already know about the topic they will read about.
- Establish reasons for reading.
- Help learners with any words or phrases they will need to know to understand the reading text.

Activating Schemata

Before starting a reading text, you want to tap into what your learners already know about a topic. This is called **activating schemata**. Activating schemata can help motivate learners and help them predict the content of a reading.

Activities for activating schemata

Warm-up Questions

One easy but effective way to get your participants into the topic is to give them two or three questions linked to the topic of the reading text. These questions might relate to your participants' personal lives, their knowledge about something in the world, or predictions about the text. Learners can talk about these questions with a partner, in groups, or as a whole class.

Sample warm-up questions

1. What kinds of questions do interviewers usually ask in a job interview?
2. What are some ways to prepare for a job interview?

Questions from the Title

A. Journalistic Questions from the Title

Learners can make predictions about the reading passage based on the title. You can guide them by helping them formulate journalistic questions. Journalistic questions use *who*, *where*, *why*, *when*, *what*, and *how*?

In Unit One of the *English for Media Literacy* MOOC, the title of a reading is “Debate over Free Press in Ukraine Suffers from Old Stereotypes.” Learners might ask such questions as *Why does the debate in Ukraine suffer from old stereotypes? How does the debate in Ukraine suffer from old stereotypes? Who specifically is involved in this debate?*

B. From Title to Question

You can have your participants turn the title of the reading passage into a question. If the title of the reading passage is *How to Prepare for a Job Interview*, they can make the question *How do you prepare for a job interview?* (Of course, this activity does not work as well with titles that are questions.)

Previewing a Text

Previewing a text means to get an idea of the meaning of a text by looking at some parts of it. To preview a text, readers look at the title, pictures and captions, subheadings, and the first paragraph. You can ask learners to preview all of these items and make predictions, or you might ask them to look at one or two of these items. For instance, you might ask learners to make a prediction based only on the title, or ask them to make a prediction based on the title and pictures.

Here are some questions that can be used in previewing a text:

1. From the title, what do you expect to learn in the reading?
2. What is happening in the picture(s)? Why?
3. Read the captions. What clues do they give you about the text?
4. What does the first paragraph say about the reading passage? What supporting details do you expect to find in the rest of the text?

(Note: In Week 1 of the *English for Media Literacy* MOOC, there is a video called “Language Focus: Previewing Texts.” This video is useful in helping learners understand how to preview texts.)

Brainstorming

Brainstorming means to come up with as many ideas as possible about a certain topic. Listing and mind map are two brainstorming activities.

A. Listing

One way to brainstorm is to simply make a list of words or phrases related to a topic.

Sample listing activity

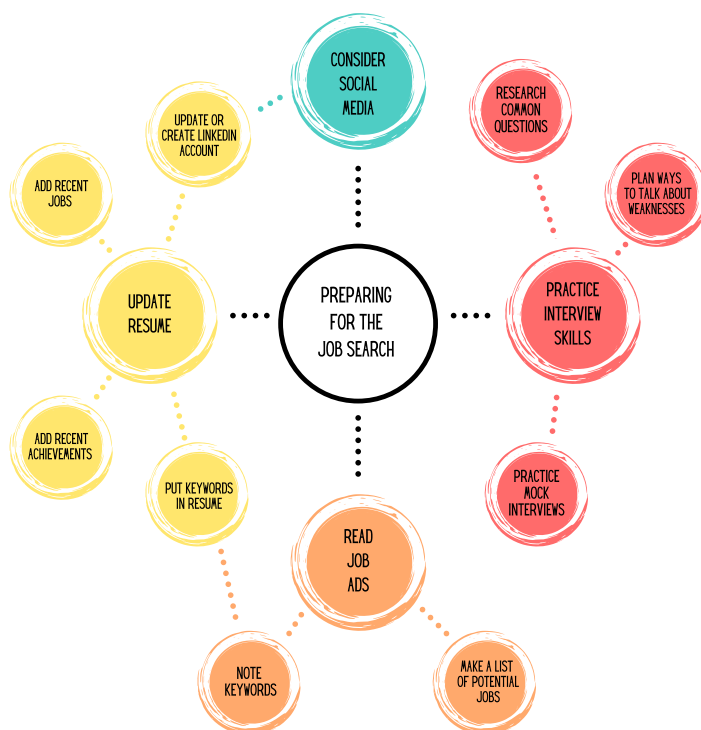
Topic: Preparing to start a business

Do market research
Create a business model
Consider ways to get funds
Talk to people already in business
Consider ways to advertise
Test response to product or service

B. Mind Map

Another way to brainstorm is to create a mind map. Mind maps generally have the topic at the center with lines drawn to circles or squares with points that relate to the topic.

Sample mind map



Realia

Realia refers to objects or materials from everyday life brought into the classroom as a teaching aid. For a lesson on giving directions, for example, a teacher might bring in maps. Realia can serve to link the real world and the classroom and help spark ideas, memories, and associations. Learners can work to understand, explain, or ask questions about any objects you bring to your MOOC session.

Keywords

You can give learners a list of keywords from the reading passage. Learners use these words to predict what they will read about.

Quotations

You can bring in quotations related to the topic of the reading and have your participants talk about them. This activity is often better suited for more advanced-proficiency learners.

For example, here are three quotations about writing:

- a. “There is nothing to writing. All you do is sit down at a typewriter and bleed.”
-- Attributed to Ernest Hemingway

- b. "I can shake off everything as I write; my sorrows disappear, my courage is reborn."
-- Anne Frank
- c. "This is how you do it: you sit down at the keyboard and you put one word after another until it's done. It's that easy, and that hard."
-- Neil Gaiman

You can give learners questions like the ones below:

1. What do you think of the quotations?
2. What is your experience with learning how to write in English?

KWL Charts

Learners are given the topic of the reading and a chart like the one below. They fill in the *Know* and *Want to Know* columns before reading. In the *Know* column, learners write what they already know about the topic. In the *Want to Know* column, learners write what they don't yet know but want to know. After reading, learners can fill in the *Learned* column with information they learned from the reading. If learners find that some of the information they want to know was not answered from the reading, they might choose to do further research, or they might try to learn more by talking with their classmates.

Know	Want to Know	Learned

Establishing Reasons for Reading

After activating your learners' schemata, you will want to involve them in establishing a reason for reading. You can do this by helping them think about what they will gain from the reading passage: *Will they gain information? Will they learn how to do something? Will they learn about someone's experience? Are they reading to find out what happens in a story?* A useful method for establishing reasons to read is through questions.

Activities for establishing reasons for reading

A. Five Questions

Give learners the main topic of the text. Tell them to write down five questions about what they would like to find out from the text.

B. Guiding Questions

Give one or two guiding questions for learners to think about as they read the text.

Examples of guiding questions

1. Why is it important to have an updated LinkedIn account?
2. How can you know if your LinkedIn profile is effective?

Pre-Teaching Vocabulary

You do not need to pre-teach all unknown words. Your participants will be able to guess the meaning of many unknown words from the context as they read. Being able to guess words from context is an important skill. We can help learners develop this skill for guessing meaning in context by giving them opportunities to practice. Pre-teach unknown words that are essential to the meaning of the reading. For instance, in a reading about a snowboarder and a bear from the *English for Media Literacy* MOOC, learners might need to know the words *selfie stick*, *edit*, *angle*, *sound effects*, *snowboarding*, and *fake* to understand the meaning of the text. You would want to pre-teach these words before your participants read the text.

Some common activities for vocabulary exercises are *matching*, *fill-in-the-blanks*, and *guess the meaning*.

Sample Vocabulary Exercise: Matching

Provide your learners with the vocabulary words and definitions out of order. Ask your learners to match vocabulary words with corresponding definitions.

Word	Definition
1. _____ profit	a. the work of advertising and offering goods and services for sale; putting the right product at the right price, in the right place, at the right time
2. _____ profit margin	b. the combination of actions a company uses when selling the right product, for the right price, at the right place, at the right time
3. _____ marketing mix	c. money that a business earns above what it costs to produce and sell goods and services
4. _____ marketing	d. the amount that is made in a business after the costs have been subtracted

Sample Vocabulary Exercise: Fill-in-the-Blanks

Provide your learners with a list of sentences with words missing. Ask learners to fill in the blanks with the appropriate vocabulary words.

selfie stick	edit	angle	sound effects
snowboarding		fake	

1. Many people now use a _____ to take pictures of themselves.
2. _____ is a sport where people ride a board down a hill in the snow.
3. Something that is _____ is not real.
4. Sometimes you need to move your camera to get the right _____ to take a picture.
5. The sounds added to a movie or video to make it seem more realistic are called _____.
6. When you _____ a video, you change it in some way.

Sample Vocabulary Exercise: Guess the Meaning

For this activity, ask your participants to guess the meaning of vocabulary words. You can ask them to write down their guesses.

1. reduction	
2. contraction	

General notes for pre-reading activities:

- The pre-reading activity needs to be relevant to the reading passage.
- The pre-reading activity should relate to the specific topic of the reading, not just the general topic. For example, if the reading text is about interview skills, don't talk about job search skills in general.
- Pre-reading activities should not last too long. In most cases, a pre-reading activity should not take more than five minutes.
- Learners should not find out all the contents of the reading in the pre-reading activity.

WHILE-READING ACTIVITIES

While-reading activities help to engage learners as they are reading so that they focus on the reading task. With most reading passages, you should allow your participants to read more than once. On the first reading, the goal is often to help learners understand the pronunciation of the words in the passage. Some passages have been recorded. You can play the recordings, and your participants can read silently as they listen. If there is no recording, you can read aloud as your participants follow along silently. You can also read aloud and have your participants repeat. When carrying out a listen-and-repeat exercise, read in meaningful chunks, such as a phrase or short sentence, not just word by word. Don't read too much at once, however, or your participants will have trouble following you. With difficult words, you might need to repeat a few times, and you might need to break some words into syllables to help learners understand the pronunciation.

In most cases, you will need to go over a reading passage more than once. There is no fixed number of times that you should read a text and no exact formula for going over a reading passage. Depending on the particular reading text and your participants, you will have to gauge the number of times that will be appropriate for your learners, but keep in mind that participants might become bored after three times. You might help learners read specifically for the main idea in the first reading and then help them read for details in the next reading. Another method could be to do the first reading for pronunciation. (See Figure 1 for different ways to read in class.) On the second reading, participants can read for the main idea; for the third reading, participants might read for details. You might focus on developing different skills with different passages. For some passages, you might focus on reading for the main idea, and for others, you might focus on reading for details.

Figure 1

Some Ways to Read in Class

You might read MOOC texts or other texts during your session. Keep in mind that in most cases, a text for a reading lesson should be read more than once.

Here are some ways to read a text in class:

- **Silent reading:** Learners read silently. (Learners should have some practice with silent reading.)
- **Silent reading while listening:** Learners listen to a reading of the text while they follow along silently. This could mean the teacher is reading, or learners are listening to the recorded voice on the MOOC. Listening before reading can help learners with potential pronunciation difficulties.
- **Choral reading:** Text is read by learners and the teacher together.
- **Echo read:** Learners echo what the teacher reads.
- **Partner read or group reading:** Oral reading can be shared by learners. Learners take turns reading the text sentence by sentence or paragraph by paragraph. Text should be divided into meaningful chunks.

Note on reading aloud: While reading aloud is good practice for learners, keep in mind that reading alone in front of the entire class can be stressful for participants and often takes a lot of time. It is preferable, then, to let learners read aloud in groups or with a partner.

Skimming and Scanning

Skimming and scanning are important reading skills. They are specifically explained in a video in Unit One of the *English for Media Literacy* MOOC. When working with reading passages, you will need to think about ways to help your learners with these skills.

Skimming means reading a text quickly for the main idea. Skimming, in some ways, is similar to previewing a text. To skim a passage, read the following parts of a text: 1. the title; 2. the first paragraph; 3. the first sentences of other paragraphs; 4. the last paragraph.

Skimming Activity: Checking Predictions/Finding Answers

If you asked your participants to make predictions or to make questions about the text in the pre-reading activity, you can have them skim the text quickly to see if their predictions were true or whether the question(s) they asked in the pre-reading were answered in the text. Set a time limit for this activity, such as one minute, so that your participants will skim the text rather than try to read every word.

Skimming Activity: Reading Half-a-Text

Reading half-a-text helps learners practice the skills of skimming and prediction. This activity needs to be carried out with a paragraph, story, or article that fits on one page. One paper copy is needed for each student. Fold the text in half vertically. Place the right side of the page face up. Give each student a copy of the text, making sure that they do not turn it over. Have learners skim the text. Then ask yes/no questions and open-ended questions to get learners to make predictions about the content of the text. Predictions can be written on the board. Once learners have finished their predictions, have them unfold their papers and read the entire text. Compare predictions with the actual content of the text. This activity helps learners understand that they can gather a great deal of meaning from a text without reading every word of the text.

Scanning means reading a text quickly to find specific details. The first step in scanning is to think about the specific information you are looking for. For instance, if you are looking for information about a specific place, you would look for sentences that have the name of the place you are looking for information on. Next, readers should think about where they might find the needed information in a text. Subheadings and pictures can help direct learners to the specific information they are looking for. Comprehension questions that ask for specific details are good for scanning practice. You can have your learners read the comprehension questions and then scan for the answers.

Collaborative Scanning Activity: Reading Race

Reading Race is a good collaborative activity to practice scanning. Make comprehension questions based on the reading passage. You will need one set of questions per group (each group will have the same questions). Write each question on a strip of paper as in the example below.

What two events united the colonists against Britain?

Pass out one copy of the reading passage to each group, or let each group access the reading passage online. One member of each group comes to you to get the first question and then returns to their group with the question. Together, the group finds the answer and writes it on the same paper strip that has the question. The paper strip is then returned to you by another member of the group, the messenger. If the answer is correct, give the messenger the next question. If the answer is incorrect, ask the messenger to return to the group and try again. The first team to answer all the questions correctly wins.

Providing Guidance for Reading for the Main Idea

Before starting the reading, you can give your participants a question that will help them read for the main idea. This question could be from the pre-reading activity.

Sample question for reading for the main idea

- What is the main purpose of microfinance?

If your participants need extra guidance, you can provide a list of answers for them to select from:

Sample question for reading for the main idea with answers to choose from

- What is the main purpose of microfinance?
 - a. To improve the general economy.
 - b. To help people get out of poverty.
 - c. To make as much money as possible.

Reading for Details

To give learners guidance in reading for details, before they start the reading, provide them with questions. These questions can come from the comprehension questions in the post-reading comprehension check.

Sample questions for reading for details

1. Why have some people turned against microfinance?
2. Why is microfinance given only to women?
3. How has microfinance helped women?

Guided Note-taking

Guided note-taking can help learners focus on certain ideas or key points in a reading passage. To conduct a guided note-taking activity, let your participants know what to read for: this might be in the form of specific information or questions to answer. Provide your participants with tables like the ones below and ask them to note down information as they read.

Sample activity for guided note-taking

Advantages of having your own business
Disadvantages of having your own business

Chart for note-taking for main idea and details

You can provide your learners with a chart that can help them note down the main idea and main details.

Question	Answer
Main idea: According to the article, what is happening to the climate?	
Detail: What was important about 2015?	
Detail: What do climate scientists write every year?	
Detail: What causes greenhouse gasses?	
Detail: Why does the earth's temperature rise?	

Remember that your participants will usually need to read a passage more than once. The first time, they might listen to understand the pronunciation. The second time, they might read for the main idea, and the third time, they might read for details. Alternatively, readers might first listen to the passage and then read for both the main idea and details.

Replace Sections of Text

Remove certain parts of the text from the reading passage. This could be removing the subtitles or removing some sentences. Provide your participants with the missing parts separately. You could type the missing parts on strips of paper that you hand out to your participants, or you could write the missing parts on the board. Have your participants find the right location for the missing parts and write them into the reading passage.

Variation: Remove the title or title and subtitles from the text and have learners come up with suitable titles or subtitles after reading the text.

Vocabulary Activities

You can help learners keep track of new vocabulary in the reading by giving them definitions and letting them write down vocabulary words as they come across them in the reading.

Exercise A: Vocabulary

Word	Definition
1.	a. a person who questions facts and stories
2.	b. describes a person who wants to learn more about new subjects
3.	c. describes a person who is not easily convinced of something

Variation: Instead of providing the definitions, you can provide the list of new vocabulary words and have learners write down the definitions.

Word	Definition
1. critical thinker	
2. curious	
3. skeptical	

You might also ask your learners to make note of difficult words they come across during the reading that can be discussed in the post-reading.

POST-READING ACTIVITIES

The purpose of post-reading activities is to find out if participants have understood the text and to engage them in follow-up activities related to the reading text. Before engaging participants in a follow-up activity, first check for comprehension.

- Do a comprehension check.
- Engage learners in follow-up activities.

Check Answers from Pre-Reading and While-Reading Activities

In some cases, your post-reading activities will be based on your pre-reading or while-reading activities. If you asked your readers to make predictions or to write questions in the pre-reading, you would want to go over those predictions and the questions in the post-reading. If you asked your learners to fill in a chart for a guided reading activity in the while-reading stage, you would want to go over their answers in the post-reading stage.

Comprehension Check

The purpose of the comprehension check is to find out whether your learners have understood the reading passage. With comprehension checks, you are looking for correct answers that demonstrate understanding. At this stage, you are not looking to engage learners in a discussion or other kind of activity. Comprehension checks are usually short, simple questions that require short answers. Comprehension checks often involve the kinds of exercises commonly featured in textbooks, such as summarizing, short answer, multiple choice, or fill-in-the-blanks, although comprehension checks do not have to be limited to these kinds of exercises.

If you find that your participants had difficulties understanding parts of the text, you might need to provide more instruction. You might need to explain certain ideas or concepts that your learners had trouble with, and you might need to have your learners go over the reading text again, either the entire passage or part of it. Once you are sure that your participants have understood the text, you can proceed to the follow-up activities.

- Comprehension activities test whether learners have understood the reading text.
- Comprehension checks are simple and ask for a simple answer.
- Provide further instruction and help as needed.

Summary Activities

A. Summarizing in Pairs

To see if your participants have understood the gist, or main idea, of the text, you can ask them to write a short summary of what they read—no more than a few sentences. Participants can then check their summaries with a partner and later as a whole group.

B. Group Summary

Learners get into groups of four. Each student has a piece of paper and writes down the first sentence of their summary. Each student then passes their paper to the next student, who continues the summary. The rotation continues until the original writer gets their paper back. When learners receive their original papers, they check to see if they agree with the summary. If learners have any questions about the summary they received, they can talk over their questions with the participants in their group. If questions still remain, they can be discussed with the whole class.

Classic Textbook Activities

The following section shows examples of classic textbook activities that can be used for comprehension checks. You might use only one of these exercises or more than one. Your choice will depend on various factors such as the length of the reading passage and how much time you have for your lesson.

A. True/False Activity

You can check for understanding through a True/False activity.

Sample True/False Activity

1. _____ Not many scientists believe that humans are causing the earth to grow warmer.
2. _____ The greenhouse effect is when gasses in the air trap heat close to earth.
3. _____ Changes in the atmosphere are not caused by humans.
4. _____ The sun might have also contributed to global warming.
5. _____ Burning coal and gas has doubled the amount of CO₂ in the last 150 years.

B. Short Answer

You can check for understanding through a short-answer activity that asks participants to provide short answers.

Sample Short-Answer Activity

1. Which country has been the world leader in creating and developing the Internet?
2. Which country today leads the world in the availability of broadband services?

3. What does “digital divide” mean?
4. What are some reasons that people do not use the Internet?
5. What possible benefits of closing the digital divide does the article mention?

C. Multiple Choice

You can check for understanding with a multiple-choice activity.

Sample Multiple-Choice Exercise

1. Where did Kelly Murphy record her video?
 - a. near her home in Australia
 - b. at a ski resort in Japan
 - c. on a crowded beach
2. What did Kelly Murphy use to record herself as she was going down the mountain?
 - a. a laptop computer
 - b. a tablet
 - c. a selfie stick
3. What appears to be chasing Murphy in the video?
 - a. a lion
 - b. a bear
 - c. a policeman
4. Why do some investigators think was the real purpose of the video?
 - a. to promote a product
 - b. to save the planet
 - c. to warn people about animals

D. Fill-in-the-Blanks

You can check understanding by asking participants to fill in the blanks, focusing on the main points of the reading passage. For the particular exercise below, participants are given the first letter to help guide them.

Sample Fill-in-the-Blanks Exercise

1. According to the text, media literacy starts with asking the right questions. What are these questions?
 Who c_____ this message? What w_____ or i_____ are
 used in this m_____ and why? How is this message s_____ to make
 me f_____?

2. The Center for Media Literacy gives five reasons to understand the media today. What are those five reasons?
- You need two s_____ to be a c_____ of a d_____: c_____ thinking and s_____. Media literacy teaches both.
 - You s_____ and h_____ more media messages in one day than most people did in the p_____. Media literacy teaches you how to u_____ these messages.
 - Media literacy has a big e_____ on the way we understand and a_____. Media literacy helps you understand these i_____. It gives you the p_____ to make better d_____.
 - I_____ are becoming more and more i_____. L_____ how to “read” these messages is just as n_____ as reading the text.
 - Media l_____ helps you understand where information comes f_____. It also helps you understand who it b_____ and how to find other v_____.

Create Your Own Quiz

Provide each participant with a half sheet of paper. Go over the different types of test items: true/false, multiple choice, short answer, or fill-in-the-blanks. Ask each participant to make a quiz based on the reading passage, using three different test items. For instance, a learner might have one true/false statement, one multiple-choice question, and one short-answer question. Participants should write their names on the quizzes they have created. Participants do not write the answers on their created quizzes. Once the participants have finished, collect all quiz papers and then re-distribute them. Participants then write answers to the questions they have received. Participants then return their papers to the original owners, who check the answers and provide feedback to the test-takers.

Follow-up Activities

Follow-up activities allow learners to continue to work with the reading passage in a variety of ways. This might mean doing more language work such as focusing on grammar and vocabulary, having a discussion, having a debate, carrying out a role play, writing a text, or numerous other activities. Some MOOC readings teach a skill or concept that can be put into practice. Whenever possible, look for ways to take the content from the reading passage and have learners apply it in ways that would benefit them. This direct practice will help your participants understand how they can use the knowledge in the MOOC and will help them internalize new information.

For example, in the *English for Career Development* MOOC, in one of the readings, participants learn how to use keywords effectively. Following the reading that introduces the different parts of the resume, have learners carry out activities that will help them practice using keywords.

Sample Follow-up Activity for Using Keywords Effectively

Exercise B: Putting Keywords into Your Job Descriptions

Part 1: Ask participants to find keywords in job advertisements for the kinds of jobs they are interested in. They should note down these keywords.

Part 2: Have learners examine Tomoko Martin's resume in the *English for Career Development* MOOC. Ask them to notice the use of keywords in the job descriptions. Then, have your learners write job descriptions for their resume using keywords.

Part 3: Put learners in pairs and have them read their partner's job descriptions to see if they have used keywords effectively in the job descriptions.

Post-Reading Vocabulary Activity

Attention can be given to vocabulary items during the post-reading stage. You might review vocabulary items from pre-reading and while-reading activities, or you might focus on vocabulary items that were not covered in the pre-reading and while-reading. The same sorts of vocabulary exercises presented in the pre-reading and while-reading sections, such as matching, fill-in-the-blanks, and writing the definition, can be used as a post-reading activity.

Discussion Questions

You can easily create discussion questions based on the reading. While comprehension questions are meant to determine whether learners have understood or not, discussion questions typically engage learners in talking about opinions, experiences, and practices. Discussion questions might also relate to finding solutions to problems or engaging learners in thinking critically about an issue.

Sample discussion questions

1. Why do you think that social media has become a popular way to get news?
2. Why do you think there has been an increase in the number of people who get their news from social media?
3. Where do you get most of your news?
4. Do you share news stories on social media? Why or why not?

Participants' Questions

You can ask your participants to create their own discussion questions. Having participants create their own questions gives them practice with question formation, helps them exercise their creative thinking skills, and lets them talk about aspects of the topic that are most interesting or important to them.

You can give participants a few discussion questions and ask them to make one or two additional questions.

1. Why do you think that social media has become a popular way to get news?
2. Why do you think there has been an increase in the number of people who get their news from social media?
3. Where do you get most of your news?
4. Do you share news stories on social media? Why or why not?

Write two of your own discussion questions in the space below:

5. _____

6. _____

Variation on Discussion Questions: Two Sets of Questions

Write two sets of questions related to the topic of the reading passage: set A and set B. Make multiple copies of each set, and separate the sets of A questions from the sets of B questions. Each student will pair up with a partner. In each pair, one student is A, and one student is B. Give each A participant a set of A questions. Give each B student a set of B questions. Students take turns asking each other the questions on their papers. This activity requires learners to listen carefully and respond more spontaneously because they cannot see the questions they will be asked.

General notes for post-reading activities

- Post-reading activities check for comprehension and engage learners in related activities.
- Facilitators should provide instruction for aspects of the reading that were not understood.
- Follow-up activities work best when they give learners the opportunity to practice the skills just learned.

A NOTE ON DIGITAL LITERACY

Digital literacy means the ability to locate, analyze, and compose through digital technologies. Digital literacy is becoming increasingly important in our interactions with others, both professionally and personally. In the course of your MOOC Camp, look for ways that your learners can practice and develop their digital literacy skills. Learners might, for example, analyze or evaluate content in online articles based on what they have learned in a MOOC, or they might create content that they put online, such as a digital resume on LinkedIn. If you are in a context where you do not have steady Internet access during a MOOC Camp session, you could print out content and bring it for your participants. For instance, if working on the *English for Career Development* MOOC, you could print out some sample LinkedIn resumes that you bring to the session. Learners could analyze the sample resumes and could then practice writing their own resumes on paper. Later, when they have Internet access, learners could post their resumes online.

Here are some more ideas for ways to help learners with digital literacy skills. Keep in mind that these are only suggestions, and there are many ways to practice digital literacy skills with your participants in your MOOC Camp.

- With the *English for Career Development* MOOC, have participants analyze some LinkedIn profiles and help them create their own.
- With the *English for Media Literacy* MOOC, have learners evaluate online articles using the five questions for analyzing an advertisement or news article.
- With the *English for Business and Entrepreneurship* MOOC, have learners find articles about creating a business model or sample business models.
- For the *English for Journalism* MOOC, have learners analyze new articles based on what they learned from the MOOC.

For the *English for Science, Technology, Engineering, and Mathematics* MOOC, have learners look online for articles on environmental issues in their context. Think of helping learners write a blog entry about an important environmental issue and have them post it online.